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ABSTRACT

In 1971 members of TTT (a federally funded doctoral program within the University of Wisconsin school of education), teachers at Memorial High School, students, and community members planned an alternative school -- namely City School. This report provides background information, descriptive and objective outside evaluative data for the school, the central purpose of which is to foster growth in interpersonal communication and to build community involvement. During the first year 118 courses were offered in the curriculum which included 43 community internships. Over sixty community people were involved in teaching programs focusing on student involvement. Tutorial group programs were organized so that students could plan their education and develop interpersonal relationships. In a comparison with other high school parents and students, City School students were found to be equally creative, more open, and more satisfied with their school. Achievement levels were equal. Other evaluative findings show that there were several problematic issues facing the school; out of 105 students 6 graduated early, 11 returned to their previous schools, and 5 dropped out of school completely; elementary teachers in other programs were pleased with their relationship to City School; and the school cost less than other public high schools during the first semester. (SJM)

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City School

First Year Report

ED 080423

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Evaluation Management Group

May 8, 1973
City School
210 S. Brooks St
Madison Wis
53705

Greetings,

We, the Evaluation Management group have just completed our first year report.

We hope to share our ideas and experiences with you and other people around the country involved and/or interested in alternative education.

Thus we send you a copy of our first year evaluation report, and hope that if you have any information on alternative schools you will send it to us. Thank you.

The Evaluation Management Gp.

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CITY SCHOOL

FIRST YEAR REPORT

by

The Evaluation
Management Group

City School is an alternative public high school of 105 students, grades 9 through 12. It is located at 210 South Brooks Street, Madison, Wisconsin.

This report was funded by the Trainers of Teacher Trainers Program, Fred Newmann, Director; the Madison School Board. Conan Edwards. West Area Director, Douglas Ritchie, Superintendent, Lee Hanson, Director of Research; and Prof. Robert Clasen of the Instructional Research Laboratory, the University of Wisconsin.

The report was begun July, 1972, and was completed in March, 1973.

Highlights of the Report

	Section
* City School parents were more satisfied with their school compared to a control group	VI
* City School students were more satisfied with their school than a control group	VI
* Students who apply to C S are more open, equally creative, and have similar achievement test scores compared to those who do not apply	VI
* 118 courses were offered during the first semester	II
* Over 60 community people were involved in teaching	II
* On the average C S students earned 2.1 credits and put in over 26 hours of school work per week	II
* Students felt tutorial groups were successful	III
* 36% of the students are active in running the school	IV
* 11 students returned to their previous high school and 5 dropped out of school completely	VIII
* Teachers from other programs in the building were pleased with their relationship with City School	IX
* City School costs less than comparable programs, during the first semester	X
* Students, parents, staff, other public school teachers, and outside evaluators cooperated in writing this report	Acknowledgements

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Acknowledgements

This report is an attempt to balance several different goals in evaluating an alternative school. First, there was a need to provide data to the School Board in the form of objective outside evaluation. Second, the school community wanted data to revise the functioning of the school. Third, it was felt that students, parents, and staff should all participate and learn from the evaluation. Fourth, there was a need to involve teachers from outside the school. Finally, the process had to be integrated with the day to day functioning of the school. It is hoped that this report fulfills a balance of these sometimes conflicting objectives.

Students in the evaluation management group deserve much credit in writing sections of the report, recruiting teachers. and in doing the neededorganizational work of calling, mailing, etc. They are Parr Bashore, Mary Click, Beth Dilley, Dave Gatz. Pat Hrubeski, Elly Marquez, Kay Roberts, and Sarah Schroeder.

Dr. Conan Edwards has given continued support of this evaluation effort and has been helpful in suggesting areas to be evaluated and in critiquing the evaluation proposals. Other personnel in the Madison Public Schools were very helpful, particularly Al Colucci, principal of West High School.

Prof. Robert Clasen and his research assistant, Holly Price, wrote a section of the report and provided valuable assistance in designing parts of other sections.

Dr. Donald Moore from the Center for New Schools spoke directly to many problematic issues facing the school and lead the school in a day of evaluation.

Constance Perlmutter, a parent of a City School student and a consultant in group dynamics, as well as Fran Price, a parent and psychologist, have worked with the staff since the beginning. Larry Annett, a doctoral student in the Trainers of Teacher Trainers Program, has worked with the eva uation management groupand the staff providing many important insights. Tom Bertocci, a staff member, wrote a section of the report. Beth Wortzel, a CS Staff member, has worked tirelessly on the many secretarial tasks of getting this report together.

Four Madison Public School teachers, Mary Ann Emmerton, Cheryl Johnson, Dennis Krakow, and Charles Sommers, wrote sections of this report and provided a sympathetic understanding of the problems in starting a new school.

Finally the cooperation of the staff, students and parents at City School was much appreciated.

Charles L. Slater
Coordinator of Research
and Evaluation at
City School

Statement on the City School Evaluation
March 12, 1973

Evaluations of educational programs are both demanded and frequently rejected by today's society. The diversity of expectations from the consumers of education, from the educators and from the general public would seem to be reasonably satisfied best through a number of options which have generally been called alternatives in education.

If the above is accepted, our accountability for options must be judged by the measurement of the degree to which the objectives are accomplished. This has been the purpose of the evaluation program at City School under the chairmanship of Charles Slater. A cooperative effort has been designed and carried out involving students and teachers at City School along with parents, teachers from other Madison High Schools and staff members of other programs operated within the Longfellow School building.

Early diagnosis of data gathered through this evaluation project indicate that the two central purposes of City School are being met. These include "...growth in interpersonal communication and the building of community."

The comparison of perceptions of progress at City High School and West High School indicate that both are relatively successful. Data collected indicate that those students at West who were applicants for City School but who were rejected by the lottery are not satisfied at West.

Much more research must be done before we can firmly conclude that all alternatives in education are needed in our society. The accompanying evaluation summary supports this conclusion in reference to the educational programs at both City School and West High School.

Conan S. Edwards
Director, West Area
Madison Public Schools
Madison, Wisconsin

CSE:lm

City School makes use of community resources as much as possible. Many people in the community are anxious to work with City School students in internship programs, field trips or teaching classes.

Previous Page:

At the top is City School's psychology class at Midwest Medical Center as they talked with some members of the counseling staff there. The Psychology class has set aside every Wednesday session for investigation of community psychological services.

At the bottom is the City School's film production class being shown some of the techniques used at the University of Wisconsin film production center.
(Photo by Steve Landfried)

Page at left:

Tutorial groups occasionally meet outside of the Longfellow building. This tutorial group (top) has decided to meet once a week in the evening. On this particular evening they gathered at one of the tutorial member's homes. The tutorial group aims toward the development of interpersonal communication as well as serving as a base for each student's educational planning.

City School involves parents as much as possible. Parents are invited to participate in tutorials, management groups and town meetings (bottom photo). Parent involvement may take place in many other ways such as teaching a course or providing transportation. The town meeting meets once a month in the evening and is the ultimate governing body of the school.

At the present time the Longfellow building houses many different programs including City School, Longfellow Elementary School, a Montessori program, and a pre-primary program for emotionally disturbed children. Having a high school and an elementary school in the same building allows for students to cooperate with each other and share the facilities of the building.

Page at right:

Some City School students have internship programs within the Longfellow building. City School student Leah Filley (top photo) is shown working with Mrs. Kruger and her four year old kindergarten class.

A City School student and an elementary school student appear to get along well with each other and enjoy sharing the school cafeteria. (Bottom photo by Steve Landfried)

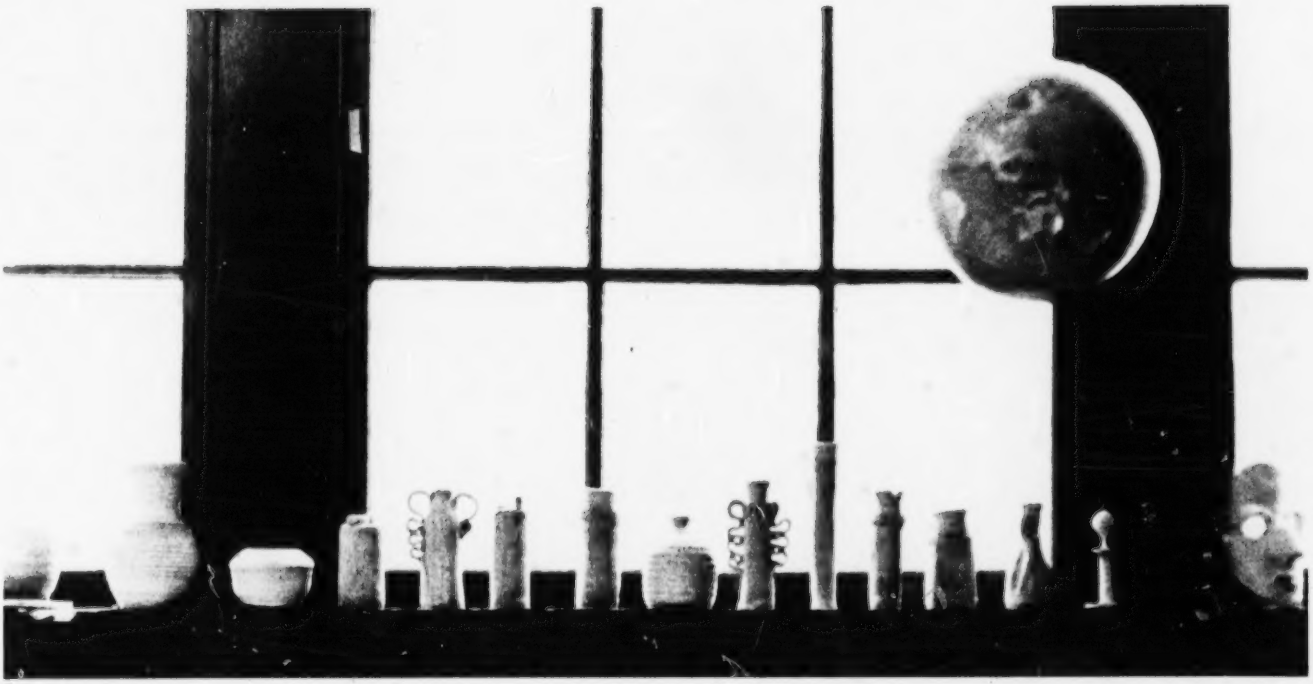
Following page:

The art facilities at City School have been expanding since the beginning of the year. Many community teachers are involved in the art program. Students are involved in pottery (shown in photo) as well as other arts. Among them are painting, drawing, sculpture. macrame, architectural design, and photography.

City School offers many opportunities in the area of physical education. Students may participate in volleyball, basketball and yoga classes as shown in the photos or they may select from other classes such as handball, paddleball, biking, horseback riding, dance, or tennis.

Photos and Description
by
D. Parr Bashore

We are
We are 5
THRESHOLD



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Section I

The Beginnings

Tom Bertocci

City School essentially began in two different places. During the school year of 1970-71 informal discussions were going on among several Madison Memorial High School teachers interested in alternative ways of organizing education at the high school level. Many of these discussions were stimulated by Mike Brockmeyer, who made it a practice to distribute literature on new directions in education to interested colleagues. Discussion generated a brief proposal for a "school-within-a-school" at Memorial, which captured only limited enthusiasm within the busy institution.

At the same time a group of TTT fellows, their Director, and their Associate Director, were approaching the issue of an alternative school for the Madison area in a more formal way. (TTT is a federally funded Doctoral Program within the University of Wisconsin School of Education operating from September. 1969, to June, 1973.) Meetings of this group began in November of 1970, and soon led to a consensus that significant learning occurs in non-classroom situations in the community, that relationships between the family and the school, and between teacher and student. need redefinition, and that there should be decentralization of authority and reduction of hierarchy in educational communities. The term "school-without-walls" (earlier used by

the Parkway Program in Philadelphia and the Metro School in Chicago) was adopted as generally representative of these fundamental assumptions. There was also consensus that, if a "school-without-walls" were to be planned in the Madison area, it should be planned by a far more representative group than the TTT Program.

With the decision, in January of 1971, to seek funding for such a planning group, a complicated series of negotiations with various Madison Public School officials was begun. These talks were discouraging enough that the proposal was briefly discussed with the superintendent of a neighboring school district in March. In April of 1971, largely through the good offices of TTT Director Fred Newmann in clarifying the objectives of the proposal with Madison Superintendent Douglas Ritchie, the Madison system agreed to provide half the funding for a six-week planning session to be headquartered at Jefferson Middle School during June and July of 1971; the planning group was to work on a proposal for possible implementation in September of 1972. TTT's case was probably strengthened by our growing rapport with the group of Memorial teachers. The two groups joined forces promptly after the funding decision, under an informal expectation that whatever program we planned would somehow be affiliated with Memorial. This group of ten immediately proceeded to seek, interview, and select among applicants for ten remaining places on the planning group.

In selecting additional members, we were interested in the representation of a variety of student and community points of view, but were insistent upon demonstrated commitment to educational reform. Persons were to be paid for their participation. Eventual participants in our daily planning sessions were:

Bob Alexander, Associate Director, TTT Program
Pat Anderson, parent active in community affairs
Emily Baer, recent Middletown High graduate
Tom Bertocci, TTT fellow
Mike Brockmeyer, Memorial Social Studies teacher
Jon Burack, Madison Community School teacher
Avis Elson, Memorial English teacher
Sue Fey, to be a senior at Memorial
Joe Frederick, to be a junior at Malcolm Shabazz
Juanita Goldsby, parent active in community affairs
Steve Landfried, TTT fellow
Ruthanne Landsness, Memorial Spanish teacher
Scott Lovell, to be a junior at Memorial
Fred Newmann, Professor, Director of TTT
Baxter Richardson, TTT fellow
Charlie Slater, TTT fellow
Cal Stone, Memorial Social Studies teacher
Shelley Tourubaroff, social worker and community organizer
Karen Wilkening, recent Madison Community School graduate

The planning group used the process of interviewing ourselves and several other groups of parents and students in order to get a better grip on our task. Emerging from these interviews was a feeling that high schools generally foster a discomforting alienation among students, teachers, administrators, and parents. Throughout our deliberations the theme of creating more humane and reassuring relationships among the members of a school community shared the spotlight with the theme of making use of community resources. Other very important issues gathered around these, and written proposals, heated discussions,

small-group task forces, and extended informal conversations began to feed into our decision-making process at a rapid rate. The experiences of other alternative schools were studied, and we talked directly with people who had been highly involved in the planning and operation of alternative schools in Boston, Philadelphia, and Chicago. The enormity of our task, the pace at which we attacked it, and the fact that many of us already saw ourselves and one another as participants in the eventual program, provided a challenge in group dynamics which we met by setting apart time to discuss interpersonal feelings.

We were careful to keep Dr. Conan Edwards, then Director of High Schools, apprised of our progress, and we met with each of the members of the Madison Board of Education to sample their ideas and to share ours. Significantly, we had decided that if we were to offer a substantial alternative, we should not propose location within, or direct affiliation with, one of Madison's established high schools, because of the difficulties this would cause not only with our own development, but with the operation of the parent school. In early August of 1971, the group submitted a preliminary proposal to Dr. Edwards, who, after discussion with other members of the Superintendent's Cabinet, compiled a list of questions and concerns. The Administration seemed to approve of our work, and our differences, most of them small matters, were cleared up as of late September.

It remained for us at this point to 1) prepare a final proposal, 2) find a building to serve as headquarters for the school, 3) organize our case, and our support before the Board of Education, 4) select a full-time staff, and 5) arrange for recruitment and selection of students. These tasks were accomplished in more or less weekly meetings throughout the school year 1971-72, and in a few one or two-day retreats. The proposal was completed in mid-November, and meetings were scheduled by two or three planning group members with each Board member. Dr. Edwards became more actively involved as the year progressed, his efforts being especially significant in working out our occupancy of ample facilities at Longfellow Elementary School near center-city. Discussions with the Longfellow P.T.A., with Madison Teachers Incorporated, and with interested citizens at a widely advertised public meeting, preceded our presentation to the Board of Education. On January 24, 1972, the proposal was discussed in a meeting of the Education Committee of the Board, and at the next regular meeting of the Board, February 7, 1972, City School became "official."

During this same period the planning group chose the four Memorial teachers, the four TTT fellows, and Bob Alexander, as full-time staff members. This in-house group was chosen in the belief that our knowledge of the foundations of City School and our closeness as a group would be not only advantageous, but perhaps essential, to the successful operation

of the school during its first year. It was understood that the five University people would not be paid by Madison Public Schools. The new staff selected Bob Alexander as its coordinator, and the planning group passed out of existence as an active body.

Although we were all quite proud of the fact that significant contribution to the planning of City School was shared among all of us, we were in general agreement that without the leadership ability of Fred Newmann or the political skill of Pat Anderson, our task would have been considerably more difficult.

During March and April a student-recruiting drive was initiated which involved distribution of a brochure prepared with the assistance of the M.P.S. Public Relations Office, appearances on radio and television by members of the staff and planning group, and countless visits to schools, churches, neighborhood centers, and other youth agencies. Administrators of Madison's High Schools and Middle Schools were helpful in facilitating our visits to classes, and most teachers suffered the interruption in good spirit--some of them becoming active recruiters in their own right. Evening meetings were also held in each of the four high school areas so that students' and parents' questions could be answered as thoroughly as possible before applications were made. Two hundred seventy-five applications were received, and on April 25, 1972, a lottery was held at the auditorium of Longfellow School, in which

one hundred five students were selected as members of the school--twenty-six at each grade level. Students were later divided into nine tutorial groups of eleven or twelve members by a random process stratified according to grade-level, sex, and area of residence in the City.

Between May and September full-time members made initial contacts with their tutorial group students and parents, and three events for parents, students, and staff were held. On these occasions, faces began to become more and more familiar, and ideas and feelings began to be shared. It is understandable, however, that commitment and responsibility still lay almost exclusively with the staff, which met at Longfellow on most days between early July and the opening of school on August 28. Our tasks now were more immediate--building specific programs and courses, cultivating community resources, clarifying our intentions, and, most important, supporting one another in the face of what to each of us was, is, and will be, a significant challenge. Finally, a week before the opening of school, the staff chose Beth Wortzel from among a group of highly qualified applicants for the position of Office Manager--essentially a tenth member of the full-time staff.

Section II

The Curriculum

Charles L. Slater

During the first semester there were 118 courses at City School organized by staff, students, parents, and community teachers. Fifty-six of these courses were organized as classes; 19 of them being taught by staff members, and 37 being taught by community teachers. Of the remaining 62, 10 courses were taken from another public high school, usually West; 6 were independent reading courses; 3 were taken from the University of Wisconsin; and 43 were internships in the community. (See the list of courses in appendix A)

Over 60 people in the community volunteered their time to teach and work with City School students. These community teachers included nurses, university professors, veteranarians, social workers, city aldermen, elementary school teachers, police, graduate students, lawyers, salesmen, etc. During a meeting with staff several community teachers mentioned problems in having students take initiative and develop mutual responsibility for courses. They also mentioned the need for increased contact between staff and community teachers.

For each course, the student, a staff member, and the community teacher agree to a written contract stating the activities of the course, the time involved, the credit to be received, and the objectives of the course. A mid-semester evaluation is written and at the end of the course, a course completion form

is filled out stating how much credit was earned and how proficient the student was in meeting course objectives. (See the sample contracts and course completion forms in appendix B)

From an examination of these forms supplemented by an interview the following data was gathered for a random sample of 11 City School students. The average credit completed for the fall semester was 2.1 (21 credits are needed to graduate in four years). To earn this credit four courses were taken. One of these met in the community, two were taught by community teachers, and one met at City School but involved field work. On the average, between two and three of these courses involved reading and writing. Students estimated that they attended these classes 89% of the time. In addition to these courses, students started one course that they did not complete either because they dropped it or because the course failed. Students also took one course or the equivalent of a course without attempting to get credit for it. On the average students put in 26 hours per week in course work. This figure does not include work in management groups, attending town meetings, etc.

The above data may be somewhat misleading because of the use of an "average" figure. Two of the 11 students could be considered marginal members of the school in that they earned one credit or less and did not participate in governing the school. Four of the students earned between one and two and a half credits though one of these students was seriously ill for part of the semester. Five students earned over two and a half credits.

Two of these students earned most of their credit in community internships but were not highly involved in governance while the other three took most of their courses in the school and actively participated in governance.

Issues:

Several issues can be raised from the data reported in this section. The number of different courses has provided a rich variety to students but has made it very difficult for staff to monitor these courses and work clasely with community teachers. In addition a staff member is a party to every contract and must help the student write goals and evaluate the extent to which they are achieved. This process has helped students to think about their education, but it has aslo been tremendously time consuming for staff. Many evaluations are not completed until well into the following semester.

The average credit completed by students during the first semester was found to be 2.1 . This figure is somewhat less than what is needed to graduate in four years. Some students earned less than one credit. The town meeting defeated a motion to require students to earn at least 2 credits or leave the school. Most people felt that due notice would have to be given students as the issue was raised near the end of the semester. Students may begin to earn more credit as they get used to a new school environment, but the question of whether City School is serving students who earn little credit remains an issue in the school.

The City School Proposal suggested that students would take many courses in the community. While many courses are taught by community teachers, fewer than half of the students have community internships. An editorial in the school newspaper questioned whether the school was "...becoming a snug little womb in which students are becoming more and more willing to remain or at best are bringing in resources from the outside world".

In summary, students appear to be putting in alot of work, but some students may not be benefiting from the school. The number of courses and written evaluations take much staff time.

(Similar data taken from the City School Interim Report on a different sample of students substantiate many of the above figures.)

Section III

Tutorial Groups

Mary Click

The tutorial group performs an integral role in the school, serving as a base for educational planning and a place for interpersonal growth. The tutorial groups are composed of 12 to 15 students and meet four days a week from 10:30 to 12:00. The planning function of the tutorial includes having each student define his educational objectives, plan his program and evaluate his progress in concert with others. Growth in interpersonal relations is accomplished by raising questions about the nature of personal and community development, the purpose of education, and their relations to other persons in their environment. The tutorial group also carries out social functions in the school. Although the tutorial has not been without its difficulties, the experience seems to be rewarding for a majority of students and staff.

A psychology class at City School identified the following as objectives for tutorial:

1. To create a feeling of community and concern for the other members of that tutorial and the school as a whole.
2. To serve as a base for educational planning and direction.
3. To serve as a place to deal with concerns about school, its members and its direction.
4. To serve as a place where people can develop strong interpersonal relationships that would otherwise not form.

In order

In order to evaluate the success or failure of these goals the class drew up a questionnaire which was issued to 78 students.

The questionnaire was not given to students who were not in tutorial. It could be argued that these students were not there because they were dissatisfied with tutorial. These results, then, may be skewed in a positive direction.

It was hypothesized that a majority of students would answer questions 2,4,5,6,7,10,11, and 12 positively and questions 1,3,8, and 9 negatively. The hypothesis was confirmed for all items except numbers 7 and 12. In general, most students feel that tutorial is successful for them although they do not feel that tutorial has helped them set educational goals, nor would they require that everyone attend tutorial.

The results are as follows:

		True	False
1.	I generally don't look forward to coming to tutorial.	13	50
2.	I feel a sense of achievement from tutorial activities.	43	35
3.	I have not made any friends through tutorial.	5	70
4.	Usually after tutorial I have a sense of well being.	39	29
5.	As a result of tutorial I have learned to work better in a group situation.	48	25
6.	As a result of tutorial I am more concerned with its members and the school as a whole.	50	26
7.	As a result of tutorial I am better able to set my educational goals.	23	49
8.	Tutorial will probably not affect how I live as an adult.	34	36
9.	I don't enjoy tutorial.	12	52
10.	Tutorial is successful for me.	46	25
11.	Tutorial should be mandatory for all students.	30	43
12.	If tutorial were optional I would take it.	60	10

(Note that the total number of answers for any given question does not equal the total sample size. Some students did not answer all of the questions.)

Communication within any community is vital and within a school such as City School perhaps it is even more so. Tutorial time is the only time in which all students are in the school and thus, it serves as an efficient means of relaying messages and announcements through the school.

Communication between individuals is an important aspect of tutorial which seems to be missing in conventional education. Tutorial is a time when people can get together on a regular basis and deal with one another's concerns and problems.

Tutorial is a time to relax and to be able to get to know people on an informal basis. Occasionally some tutorials go out to lunch, or go sledding or visit the nearby Arboretum. One tutorial even organized a three day school camp out at the semester for the purpose of getting to know the new students and the rest of the school.

The relaxed atmosphere of the tutorial can turn to one of tedium, frustration and agitation due to the lack of participation of the rest of the group. Many times people leave tutorials feeling they have accomplished nothing. In a structure as loose as the structure in tutorial it is hard for groups to give themselves direction and purpose. Hence, often groups feel as though they are wandering aimlessly. However, tutorial groups are gradually discovering workable methods for achieving their goals and in spite of many rocky episodes students percieve tutorials as successful.

Section IV

The Governance System

Kay Roberts

Management Groups

Management groups are the basis of the governance structure of City School. It is here that policies are made and the actual running of the school goes on. Students, staff, and a few parents are members of management groups. Below are some of the things that management groups have done.

Resources Management Group

The Resources Management Group has developed a catalogue of courses, published enrollment statistics, and found teachers in the community for courses. It is currently working on selection of a fifth staff member for the next school year.

Human Relations Management Group

The Human Relations Management Group has put on a dance at City School and published four newsletters that were distributed to parents and students. It is now working on a weekly newspaper.

This group planned a group exercise for a town meeting in which the school community listed its concerns about City School. These concerns were then distributed to appropriate management groups and answers to concerns were then published in a newsletter.

The Human Relations Management Group also raised the issue of whether a student should earn a minimum of two credits per semester to stay in City School. While this measure was

defeated by the Town Meeting, the school community became aware that some students were having problems in earning credit.

Space and Building Management Group

During the first semester this management group obtained and distributed furniture in the school. It worked with the Supplies and Transportation Management Group in setting up vending machines. This group scheduled the use of the gym and maintained contact with custodians and the building principal. It also worked with the Resources Management Group in scheduling courses. About two months ago,the Space and Building Management Group decided there was no longer a need for a management group in this area, so they agreed to disband.

School Policies Management Group

School Policies Management Group has written and passed several policies that concern all-school meetings, student expulsion, town meetings, textbook fees, and students changing tutorial groups. This group has discussed enforcement of rules and acted as a judicial body when some policies were violated. It is presently working on a new governance system.

Accreditation and Future Opportunities Management Group

The Accreditation and Future Opportunities Management Group has collected college catalogue and college entrance materials. It has handled early graduation and work related to diplomas. In the area of credit, this group has revised

and clarified credit policies relating to math and physical education. They have determined a new system of granting credits.

Evaluation Management Group

This report is the work of the Evaluation Management Group. This group also brought in Don Moore from the Center for New Schools.

Community Relations Management Group

The Community Relations Management Group has coordinated publicity with the Wisconsin State Journal and Channel 3. This group has also developed a policy on visitors in the school. Currently it is working on recruitment of students for next year. A brochure on City School has been published to help with recruitment.

Finance and Supplies Management Group

This management group was originally composed of two different management groups: Supplies and Transportation Management Group and Finance Management Group. The two management groups consolidated about two months ago. The Finance and Supplies Management Group has coordinated the management of the office--answering the phone, organizing and keeping student files, and developing a schedule of classes for each student. This group initiated the lunch and milk program. It handles requests for money and coordinates the budget. It has worked on various fund-raising activities, including a weekly bake sale, a school dance and a chicken dinner.

Steering Committee

The Steering Committee is composed of one representative from each management group, three representatives-at-large: a parent, a student, and a staff member, and the West Area Director. The West Area Director serves both as a voting member and as an advisor on School Board policy.

This committee has organized town meetings, helped communicate information between management groups, published a clarification of the governance structure, set up a structure to review policies, and in several cases, stopped management groups from implementing their policies until public meetings were held and the issue discussed in the Town Meeting.

Town Meeting

The Town Meeting is composed of all students, parents, staff, community teachers, and the West Area Director. It has met six times this year with an average attendance of about one hundred people. The Town Meeting has served both as a governing body and as an informal get-together. The Town Meeting has adopted its own rules, elected a chairperson, elected representatives to Steering Committee, and decided the issue of minimum credit. The Town Meeting has met as a formal decision-making body, in management groups and in small groups to express concerns about the school. One town meeting began with a pot-luck dinner and another served as a graduation ceremony for Seniors.

As shown in the previous pages, the system is functioning efficiently. But is it involving the whole school community? Of a random sample of students, 64% feel they are part of a management group. These students attend meetings 76% of the time. 71% are satisfied with their management group and 57% feel they are active,(active being defined as doing something beyond just attending meetings and voting).

Of the whole sample, 36% are active participants in management groups. There are many reasons why there is not more active participation. Some students question whether participation in governance is a responsibility or a right which can be exercised at the individual's discretion. Many have stopped participating actively in management groups either because they are inarticulate, or because they feel an elitist group runs things. Others feel that even if their management group passes a policy, the Steering Committee will veto it. This feeling comes mainly from a misunderstanding of Steering Committee power. Any individual or management group can take an issue to the Town Meeting for a final decision.

Because, in most cases, issues have not been taken beyond the Steering Committee, the Town Meeting has had few important decisions to make. Many parents feel that the Town Meeting has become another P.T.A. and that they have no real input, because so much time has been spent on procedural questions.

Because people are frustrated with the system; they are working within it to make changes. The members of the School Policies Management Group have designed and proposed a new

governance structure. This policy has gone all the way through the present structure to the Town Meeting. Because the Town Meeting did not feel there was a representative sample of the school community present to make such an important decision, they instructed the School Policies Management Group to call an all-school meeting for a student vote and to send a referendum to parents for their vote. By bringing this issue through the present structure to the Town Meeting, this management group has demonstrated that the present governance structure can accomodate change.

Section V

Staff Development

Constance Ahrons Perlmutter

It was decided in the planning stages that the faculty of City School would benefit from the services of a consultant with skills in group dynamics to help analyze the development of the staff as a working group, the primary purpose being that the consultant could provide the staff with feedback about their own decision-making and interaction processes over the school year. This type of consultation would provide the staff with dual benefits: one, in gaining knowledge about their own group behavior and functioning they would improve their ability to work together more effectively; and two, the knowledge of their own group dynamics would generalize to improve their individual functioning as tutorial group leaders.

My contact as a consultant to the staff of City School began in the summer of 1972. The staff had been meeting together for some time prior to that and already had formed some cohesiveness as a group based on their shared committment to City School.

I can best describe the nature of the group's development by conceptualizing the stages they have gone through. The first stage is what I would term the "pre-school" period which is concerned with the staffs' functioning prior to the students' arrival. During that time they were highly task oriented, needing to make daily, immediate decisions concerning City School's structure, e.g. class scheduling, room assignments, supplies, etc.

They were frequently faced with many decisions and actual labor that in the traditional school setting would have been handled by other personnel in the school system. The emotional climate of the group was somewhat tense, as would be expected when anticipating a new situation. The interpersonal relationships were both cooperative and supportive. The responsibilities of the coordinator, for in-school functioning, were comparable with the other staff members, and they all seemed comfortable with the coordinator's role as such. The proposal served as the guideline for much of the decision-making and acted as the governing structure.

The second phase covers the time period between the opening of school in September and Christmas recess. The topic of most concern during the first two months of this period was the tutorial groups. Tutorial groups were a new experience for all staff members and they were soon confronted with the difficulties and complexities that a small group experiences of this intensity produces. Many issues and problems began to surface that the original City School proposal did not clearly cover. The absence of the traditional authority structure was beginning to be felt and there was an expressed need for more leadership. The pressures of the tutorial groups also caused the staff to re-evaluate the philosophical foundations of both tutorial groups and the City School concept. In so doing, and because of the nature of tutorials, individual differences began to emerge. The staff was faced with coping with a new and very difficult experience without adequate resources, which led to frequent feelings of

inadequacy and a re-examination of the basic underlying philosophy. As conflicts arose and group decision-making became more difficult, the issue of individual autonomy became more important. Whereas the first phase was characterized by group agreement on group goals, this phase was characterized by a conflict between individual and group goals.

During the latter two months of the second phase, the emphasis shifted to the coordinator's role. The gap, between the philosophy underlying an egalitarian model and the reality of functioning in one, was becoming evident and difficult to bridge. The role of the coordinator, and at times the coordinator himself, was the most prominent link in the system, and the most convenient place for the staff to project their anxieties and dissatisfactions.

Phase III covers post-Christmas to the present time. The initial excitement shared by the staff lessened somewhat as they were faced with the responsibilities of carrying out daily activities. In addition, they were beginning to face the disappointment they felt about students not assuming as much responsibility for City School as they had hoped for. Once again there was the disturbing reality of all the problems that are inherent in the first year of introducing an educational innovation. Individual needs for more structure and clearer role definitions were frequently discussed. Out of these discussions came the Rotating Coordinator model, which built more structore and responsibility into the coordinator's role but allowed for all to have the opportunity to assume this administrative function for a given

period of time. This model provides both the delegation of responsibility that most staff members needed, but does not conform to the traditional hierarchical school system. It is a way of conceptualizing leadership as a resource, rather than as a person, and as a set of functions which may be distributed among several members of the group. Now that this decision has been made and implemented, the group has become more task oriented again, less concerned with interpersonal differences that were surfacing in Phase II, and more concerned with group goals. Some staff members are in the process of disengaging since they will not be returning next year and this too affects the nature and intensity of the group's development at this time.

Section VI

Objective Comparison of City School Students and Parents with other High School Students and Parents

Holly Price

During December and January of 1972-73, testing was done on several populations of students and parents for the purpose of assessing the efficacy of City School. Random samples of students at City School and West High were given questionnaires concerning their goals for high schools, satisfaction with their present school placement, whether they have ever considered dropping out of school, and brief measures of open-mindedness and creativity. Copies of these tests are included in Appendix C. The tests were also given to a small sample of students who applied to City School but were not chosen in the lottery. The City School and West High samples consisted of equal numbers of males and females distributed evenly over grade levels, with a mean grade of 10.2. The group who applied but were not chosed for City School was smaller in number because of poor cooperation. This group contained more females than males and had a mean grade level of 11.1. The parents of all three student samples were also sent questionnaires concerning their goals and attitudes toward high school. All student subjects were paid three dollars to maximize cooperation.

The goal questionnaires consisted of a series of goal statements and subjects were required to indicate how much they agreed with that goal, and how close their schools came to meeting it.

Since most of the goal statements originated from City School staff and students, it was hypothesized that City School students and parents would agree with those goals more than would the students and parents at West High. Since the third group of students had applied to City School, it was supposed that they would be similar to the City School group in their agreement with the goals stated. Results showed these hypotheses were supported for the students. Both City School students and those who applied there agreed more than West High students with the stated goals. All student groups basically agreed with all of the goals. Contrary to the hypotheses, all parent groups also agreed basically, with no between-group differences. Not surprisingly, City School students and parents think their school is achieving the stated goals to a greater extent than the people at other schools did. From a question asking directly about general satisfaction, it was found that City School and West High parents are significantly more satisfied with their children's schools than are the parents of the third group. Many members of the last group were adament in their expressed dissatisfaction. Examples of written comments made by these three groups of parents are included in Appendix D.

An eleven-item scale designed to find out how the students feel about their present schools in general showed that City School students feel significantly more positive than either of the other two groups about their school experiences.

All students were asked if they had ever considered dropping out of school. Seven of 23 at City School, seven of 22 at West, and six of 13 of those who applied to City School had considered dropping out. In the first two groups this consideration was mostly in the past, while several of those in the last group expressed a new and continuing desire to drop out. This may be partly due to their failure to get into City School. Most of these students in all groups are female, and more are in grade eleven than in any other grade. Of the reasons given for considering dropping out, most said they were bored, their classes had no bearing on adult life, there was too much pressure for grades, and there were too many students.

All students attending Madison Public Schools in grade eight were given the Iowa Tests of Basic Skills. Thirty-one students at City School had these results available, and this group was matched with a comparable group from West High. An analysis of the composite scores reveal no difference between students at City School and at West High.

The tests of creativity and open-mindedness were administered because these tests had revealed provocative differences in a study comparing students at Malcolm Shabazz school with those at other Madison high schools. With the samples in this study, an analysis revealed no group difference in creativity but it was found that students who are at or applied to City School are significantly more open-minded than those at West High.

Section VII

Report of City School Governance

Dr. Donald Moore
Center for New Schools
Chicago, Illinois

This report is based on a four day visit to City School during the week of March 5, 1973. The objective of the visit was to provide "formative" evaluation assistance to the staff and students of City School focused on the area of decision-making and governance. Thus, the aim was not to pass judgment on the school or to prove that it is either effective or ineffective in some areas, but instead to collect and analyze information that will be useful to City School students and staff as they attempt to strengthen their program.

During the four day visit, I carried out the following activities: observations of classes, tutorial groups, management groups, staff meetings, an all-school meeting, and informal interaction within the school; informal interviews with all staff members and approximately 15 students; structured interviews with eight students from a sample of 10 selected randomly from the student body. On the fourth day of my visit, I led a workshop for students and staff focused on decision-making. The workshop's major activity was the simulation of four decision-making meetings by staff and students in which they were asked to decide four key issues currently facing the school. These simulations were followed by two meetings with staff and students to analyze the simulation experience and other related

ideas about decision-making. These sessions served as the major channel through which my observations about decision-making at City School were communicated to the school community and evaluated by them. This brief report summarizes a few of the key observations and issues that came out of my visit, including points discussed in the workshop.

Important Strengths of the Current Decision-Making Process:

A decided strength of the City School program is the spirit of questioning and inquiry that is evident in both formal and informal discussions within the school. Both students and staff spend a great deal of time discussing important issues facing the school, the rationale for making changes in the school's operation, the school's effectiveness in reaching its students, etc. Staff and students do not attempt to convince a visitor that the school is a utopia, but are anxious to discuss school problems and to find out what he or she thinks about them. This commitment to self-critical reflection is a key strength of the school and is an important resource for the school's decision-making process.

At the same time, this commitment, if carried to an extreme, can have negative effects on the school. In seeking to analyze issues and problems, students and staff can lose sight of their accomplishments. Several of these accomplishments pertinent to school governance were apparent in my visit, and they should be emphasized in any discussion of the status of decision-making at City School.

First, my structured interviews with students, as well as informal interviews and observations, indicated that most students feel positive about their experience at City School and can point to accomplishments during the past six months that they feel they could not easily have achieved elsewhere. In the structured interviews, for example, students were asked to describe ways in which City School differs from the one they previously attended. All students responded by citing differences they regarded as positive; none cited a characteristic of City School that made it less desirable then their previous school. Most often cited was the closer relationships among students and staff at City School, the feeling of being a community where people know each other and care about each other. This sense of community is both an important accomplishment and an important resource for an effective decision-making process within the school. It is consistent with responses to another interview question in which six of the eight students interviewed said that they felt they could exert an important influence on any decision in the school that they really cared about.

A second important accomplishment of the school directly pertinent to issues of decision-making is the high level of present involvement in governance as compared to other high schools or other institutions in U.S. society. Experience of other alternative schools indicates the extreme difficulty of

implementing alternatives to bureaucratic decision-making procedures in secondary schools that successfully involve staff, students, and parents. Objective data on the level of staff, student, and parent participation in formal decision-making activities within the school (e.g. meeting attendance figures) underscore the accomplishment of City School in broadening the base of involvement in decisions. Particularly impressive, as compared with other alternative schools, is the involvement of students through management groups in making and implementing decisions about such topics as evaluation, curriculum, and space allocation. The level of involvement of students in carrying out decisions (i.e. conducting evaluation studies, producing a course catalogue) is at as high a level as I have observed in the forty alternative high schools I have visited in the past two years.

At the present time, then, City School has achieved a relatively high level of involvement in decision-making compared with other institutions in U.S. society, and most students and staff identify strongly and positively with the program. It is with these strengths that City School confronts the difficult issues of maintaining and increasing effectiveness in shared decision-making.

Important Issues in the Current Decision-Making Process:

City School staff and students are currently confronting a number of issues that have frequently been experienced by alternative schools. Many people were aware of these issues

before my visit, so that my major role was to help focus discussion on these issues and to describe how other schools had tried to deal with them. Several of these issues can be described briefly under the following headings: steps in a decision-making process, autonomy vs. responsibility, and different levels of participation by student subgroups.

As in many other alternative schools, City School has been struggling to find the proper balance between structured procedure and spontaneity in the governance process. Initial plans for management groups, steering committee, and town meeting, for example, acknowledged the reality that governance should not evolve in the school in a largely spontaneous fashion. But should be initially organized in a way that takes into account some previous experience with shared decision-making in other schools.

The first semester of experience at City School has suggested methods for further organizing different aspects of governance methods aimed at increasing involvement and making the system sork better. For example, it was observed that management group decisions were not being communicated clearly enough to the rest of the school community. Therefore a procedure was instituted by which management group decisions were recorded in a standard form and read to students in tutorials shortly after they were made.

This process of "tightening up" various steps in the decision-making procedure was an often-stated concern of staff and students. Below are some suggestions in this area that

were discussed during my visit. They include not only my ideas but also ideas advanced by students and staff. They are organized around a four step process for decision-making:

1. Clarifying Decisions: Several governance discussions which I observed did not move effectively to clarify the key issues underlying a given question. The workshop groups which I led were asked to list all issues relevent to a question first, without evaluating them, then to weigh these issues in terms of their relative importance and their interrelationships. Of course, there are many more elaborate procedures available that are intended to help a group clarify issues underlying decisions. I suggested that the school explore such techniques to see which would be most helpful in improving the process by which the pros and cons of various issues are clarified through discussion.

2. Reaching a Final Decision: One important problem in other alternative schools has been lack of clarity about when a decision has in fact been made, precisely what the decision was, and what action it required from members of the school community. As indicated above, City School has already made some key changes in responding to this problem. Further work in this area might include extending the precise system for recording decisions that has been developed for management groups to all decision-making forums and increased attention to specifying the details of decision implementation.

3. Communicating Decisions: It has been the experience of other alternative schools that they cannot rely exclusively on written notices or announcements to groups in communicating decisions or the responsibilities they imply. City School has felt this lack and has experimented from time to time with other forms of communication. More systematic experimentation with telephone chains, one-to-one conferences, imaginative use of graphics, and other methods of communication not often employed in schools should help City School communicate more effectively with all students, parents, and other constituencies.

4. Monitoring and Enforcing Decisions: City School has relied extensively on the good-will and commitment of staff and students for carrying out decisions, and the importance of such voluntary compliance with decisions reached in the governance system is of course crucial. In light of the experience of other schools, however, (especially those who are past the stage in which the newness of the school evokes exceptional commitment), City School must develop further its capacity to see whether decisions are being complied with and to enforce them in some way when they are not. Sometimes the mere process of monitoring decisions and feeding the results back to the students and staff is an effective enforcement mechanism. At other times, assigning one person to"keep after" those who don't abide by a decision (e.g. on getting certain forms completed on time) is sufficient. In other cases, it might be necessary to specify a series of steps that could lead to expulsion from the school as the neces-

sary enforcement procedure for a given decision. In any case, there appeared to be a wide concern among the staff and students to strengthen the process of carrying out decisions once they are made.

This concern with carrying out decisions relates to a second major concern discussed during my visit--the responsibility of the student or staff members within the City School program. As in most other alternative schools, there exists a tension between the right of the individual to "do his/her own thing" and responsibility of the individual to the community. This conflict is illustrated clearly by the discussion of management groups currently in progress at City School. Management group participation was originally expected of all students, but when some students ceased to participate, there was a reluctance to "force" students to attend. This reluctance reflected uncertainty as to whether management group was a responsibility to the school community obligatory for all or only an option that could be exercised by those who are interested.

If the experience of other alternative schools can serve as a guide, this tension will repeat itself again and again in the school, as staff and students attempt to define what goals the school is attempting to accomplish and what core of activities are necessary to achieve these goals. Having decided such issues in the abstract, members of the school community must then carry out the difficult task of confronting particular individuals about particular issues as they attempt to establish in

in actual practice what limits are necessary on the individual's freedom.

This issue of responsibility vs. autonomy appears to be the most important single issue facing the school at this time in the area of decision-making and the one that is of most concern to staff and students.

A third major concern discussed in my visit was the extremely prominent place in the school's decision-making process held by middle and upper-middle class students. Observations in governance meetings suggested that such students are more often in attendance and are highly skilled in expressing their concerns, so that the issues about governance in the school are often defined largely in their terms. The issue raised then is how to involve students from all social backgrounds more successfully in the decision-making process. One key suggestion rising from these discussions was that research be carried out concerning how the governance system and other aspects of the school are perceived by those who are not currently participating in governance, so that the discussion of this issue can proceed based on accurate knowledge rather than supposition. It was found in another alternative school, for example, that when active participants in decision-making valued decentralizated informal decision-making procedures, those procedures locked out or discouraged many other students, who expressed a desire for a simpler and more formal governance system.

Summary:

This brief report can only touch on a few of the many issues related to governance in a complex place like City School, and even those few can only be discussed in an introductory fashion. For those within the school, this report will perhaps serve as a partial record of our extensive discussions that will call to mind additional points that were made. For those outside the school, it may serve as an introductory perspective concerning governance at City School, which is intended to point out the school's accomplishments as well as the difficult issues with which it is attempting to deal.

Section VIII

Students Who Left City School

Beth Dilley

The figures for City School attendance records show that 32 students left the school. However, six of these students graduated a semester early and ten either decided not to come during the summer or never attended. Five students dropped out of the Madison Public School System completely. This leaves 11 students who left City School and returned to their regular high schools.

The graduates are pursuing a variety of different activities. Of these six two are working at jobs they acquired through City School, three are enrolled in the University of Wisconsin and one of these is planning to transfer to the University of Washington. Another student is spending second semester travelling throughout the United States.

Ten of the 32 students never attended City School. None of these people were contacted for this report. However, it is known that some of them were accepted at other alternative high schools and chose to go there, or they just stayed in their original high school.

Five students dropped out of school completely. Two were not interested in remaining in school any longer. They both are employed in full time jobs in which they expressed interest. One student moved out of the city and two students dropped out

for personal, non-City School reasons. One is sick and the other is having family problems.

This leaves 11 students who left City School to attend a regular high school. Four of these students thought there was too much freedom in the school, more than they could handle. They wanted a more traditional education and felt they needed stricter teachers, homework, and outside motivation to succeed. Two students left because the school did not have the resources to provide the teachers and equipment for art, music and high powered science and math classes. One student felt that friends were the most important thing in her life, and the students at City School were not her type. She also said that the school was too far from her home. Three students complained of disorganization in the early stages of the school. They felt there was too much time wasted getting classes going (in one case a class did not get going for three weeks) and that a lot of time was spent on the governing processes of City School, and they were not interested in government. They also felt that the school should be responsible for finding teachers, classes and internships. A little less than half of the students felt tutorial groups were a waste of their time. A little less than half of the students were influenced by their parents' attitude. They said that their parents felt the school was too disorganized and thought that no one knew what was going on at City School.

It is interesting to note that out of the 11 students only two really did not like the school at all. The rest said that they liked the school and students and either felt they were "copping out" by leaving the school in its first year, or that they should not take someone's place who really needed or wanted to go to the school.

(Some of the above data was obtained by Fran Price, a parent of a City School student and a psychologist.)

Section IX

Getting Along With an Elementary School

Larry Annett

The relationship between City School and the programs in the elementary school seems to be very favorable. When asked to rank the relationship between the two schools a random sample of teachers in the various elementary programs gave City School the highest ratings. Three of the teachers were especially pleased with the volunteer work done by some of the high school students in the pre-primary program. Not only were these teachers pleased with the help the students provided, but were equally pleased with the quality of the work that was done. One of the City School students volunteered her time every noon hour to help feed two of the pre-primary students; others worked on special programs and parties for whole classes in the elementary school.

Although one might expect the open structure of the high school to be disruptive to the elementary school, none of the teachers in the lower grades had found it so. Some said that were it not for the joint use of the lunch room, they would hardly know another school existed in the same building. The single complaint of a teacher about City School students concerned their "lingering" too long in the lunchroom, getting into "heavy" discussions, and tinkering with some of the elementary school's musical instruments.

The relationship between City School and Mr. McVey, the principal of the elementary school, remains cordial and open. Cooperation between Mr. McVey and Bob Alexander and Ruthanne Landsness (the past and present coordinators of City School) is characterized by regular communication which is helpful when any coordination is needed (as in the joint use of office machines).

The school's janitorial staff has at times become disturbed with the cigarette butts littering the steps of the building and the messiness of some of the rooms, but has recently been more satisfied with the City School's procedures for keeping its house in order.

Section X

City School Budget

Charles L. Slater

City School received salaries for four teachers, and $5000 for all other expenses during the first semester. This figure does not include heat, light, and other building costs. The teacher-student ratio is 1:26 as compared to 1:23 in other public schools. However, the number of staff was increased through the support of the TTT Program.

Three thousand seven hundred dollars was allotted for office and instructional supplies, as compared to the usual allotment of $6400 for 105 students. In several areas, then, City School has provided a less expensive education during its first semester.

For the fall semester, 1973, City School will expand to 115 students and will hire a math-science teacher. The teacher-student ratio will then be 1:23, the same as other public high schools. The total figure for supplies will be $5065 for the fiscal year. Existing formulas used by other high schools would yield a figure of $7320.50 for 115 students, or $2260.50 more than the City School expenditure. However, the school will receive an additional allotment for the para-professional to take on counseling duties, and $1000 for teacher training, and $1000 for research and evaluation.

4½ teachers salaries (the math-science teacher will begin in the fall)	$48,000
One 30 hour/week para-professional	4,240
Research and Evaluation Coordinator	1,000
University Resources Coordinator	1,000
Supplies	5,065
TOTAL BUDGET FOR 1973	$59,305

It should be noted that in starting a school a significant amount of money must go for supplies and equipment (such as typewriters, ditto machines, etc.) that are already present in other schools.

Section XI

Reports of Four Public School Teachers

Edited by Dave Gatz

In the fall of the year, teachers were chosen as part of a program to evaluate City School. These teachers were selected by the Evaluation Management Group from the four Madison High Schools. The students and a staff member of the management group went to these schools and interviewed various teachers. Some teachers were recommended by the City School staff. They were selected on the basis of three main points. First, teachers should be sympathetic to City School philosophy. That is, they should be interested in using the community as a resource for learning, understand the importance of effective development, and generally favor the idea of alternative schools. Second, the teachers should be interested in evaluation. Third, they should be able to articulate possible changes in their home school situation.

As for evaluation itself, teachers spent two days at school visiting and participating in various classes, talking to a number of students, some parents, and the staff. After personel observations were made, the teachers recorded their observations. They are presented on the following pages.

These reports were edited to remove personel references, clarify statements, and in some cases to shorten the report. An attempt was made to preserve the original content and all criticisms of the school remain.

Evaluation: Madison City School

November, 1972

Charles Sommers
La Follette High School
La Follette High School

This report will be in two parts:

1. notes on observations
2. opinions, judgements, and questions derived from the observations.

1. Observations

First visit

Tutorial group: While I had previously heard negative comments about tutorials from some students, I was very favorably impressed by the one I saw. Most students in this group were present. Discussion centered on the problem of one of the girls who was trying to decide whether or not she should leave home and take an apartment. Various aspects of the problem were discussed by the instructor and students, such as her ability to afford living on her own, the reasons for her unhappiness at home, and what advantages could be gained by a change. Other students voiced some of their own family problems in sympathy with her, while others appeared to be quite satisfied with their homes and were probably somewhat mystified by the differences in home situations represented. All members of the group were involved at one time or another, including myself. I asked for advice about a situation I had encountered in my school, and they felt it was closely related to the question at hand and offered several suggestions. I had the impression that everyone felt the session was productive and worthwhile.

The students were concerned about who I was and why I was there and also demanded the same information about another visitor who entered during the meeting. A name-learning game was played at the suggestion of the staff member and all seemed to enjoy the routine despite a bit of token grumbling at first.

Interview with science students: During lunch hour I visited informally with several science students. Many could stay only a few moments due to classes and other commitments. I did not record many specific remarks, but will provide a brief summary of the discussions.

In general, students were satisfied with the courses they were taking. I learned that very few take courses at West High. One student (9th grade) was taking biology there. He felt that the experience was worthwhile, but said he wouldnot like to spend all his time there. Several students were in more than one course, with the most popular being Field Biology and Nature and the Naturalist Writer. These had involved considerable outdoor work and had used several community people as instructors.

I learned that City School physics had an enrollment of about three students, and met at the U.W. physics department with one or more instructors. The student I talked to did not know what advantage, if any, was gained by this arrangement as opposed to regular high school physics. He did feel that the small class size was good. The instructor had determined the pattern of the course by selecting "an old high school text book" and following its structure. U.W. labs were used.

Some students taking Animal Psychology said they were involved in doing experiments at the Primate Lab, but I did not learn any details about this work. They enjoy the course and feel it to be worthwhile.

Moral Decision-Making: This was the only actual class I found occuring. An instructor (community) was leading a somewhat slow discussion with student involvement primarily concerned with answering questions posed by the instructor. I learned that the class had decided to have an exam given, though not for purposes of grading. The intent was to "see if they had learned anything".

General Observations: The rooms were clean and appeared to be comfortably furnished with an electric collection of household furniture. Some rooms were partially painted with murals and all areas seemed neat but "lived in". Rooms designated on the class schedule as sites of art classes showed no sign of having the equipment or materials for such activities. There seemed to be very little in the way of traditional school equipment such as A.V. items, industrial arts tools, paper, books, desks, etc. There was a small library in a room designated as a quiet area (in which students were conversing). During the day most of the students seemed to be in the lounge. There were various students coming or going at any one time, and there seemed to be no possibility that they could interfere with the elementary classes off the hall beyond the City School part of the building.

Second visit

Contemporary Drama: I was invited to join in the reading of a play which I enjoyed. The class consisted of five or six

Girls and the instructor. The reading was being quite well done, but with relatively little animation. At the instructor's initiative, students exchanged parts so that all got to read. Plans were being made to watch a performance of this play over the weekend. Students asked questions about the relationship of this rather early play to its very modern theme, women's rights. The instructor briefly discussed the difficulty she was having in recruiting students in a play she hoped to produce for performance later in the year.

Management Group (School Policy): The meeting started late which seemed to be the norm judging from the activity in the halls. Only two or three students and the teacher were present. Others wandered in (and out) during the meeting. (Many students had attended a movie downtown and this had caused a poorer than usual attendance at the meeting.) The teacher led the meeting by introducing the agenda and guiding the discussion. Some students paid little attention to what was being said and took no part in the discussion. There was some verbalization of an obvious feeling of "lets get this over with".

The goals for the day were to deal with some problems presented to the group by an earlier town meeting. These included poor class attendance by students as well as faculty. The group seemed to feel that they could not deal with this problem due to the nature of the "freedom" aspect of City School and that each teacher was responsible for not granting credit if attendance was "too poor". There was some recognition of the lack of standards as to what constituted "too poor", however, and some felt

that this problem would have to be faced up to eventually. Still, the group felt somewhat powerless to deal with the issue and seemed to have an attitude that it would work itself out somehow.

They did feel that they had power of decision regarding the matter of exchange of students with other high schools, however, and approved of a statement hurriedly put together by the teacher. The student who was to take a report of this meeting to the steering committee later in the morning took no part in writing the decisions, but left them up to the teacher.

Steering Committee: This group contained great contrasts in attitude. Some members were dynamic and guided and dominated the discussion. Others appeared disinterested. I found myself clarifying the school policy group report at one point due to the previously mentioned lack of understanding of the report on the part of the student designated to read it. Staff members seemed to have strong influence on the course of the meeting and students looked to them to clarify ideas and to make decisions.

A complex ombudsmen-and-advocate system was discussed. Everyone seemed unclear as to what this would involve, and it seemed to be the idea of a staff member.

During the meeting a large, rolled rug was delivered to the room, played with by one student, stolen by another, and later recovered. The "theft" seemed to be related to some

advisory group rivalry and desire for a better rug for "our" room. Some students ate their lunch during the meeting and a few of the empty milk cartons and plates were left in the room through the afternoon.

In general, I had the feeling during the meeting that the students were somewhat apathetic and that much more could have been accomplished.

Russian Class: One instructor and four students engaged in a session of verbal drill. The accents and understanding of the students seemed to vary a lot, as did their interest. Due to the smallness of the class, however, all members participated frequently. Concentration was difficult, at least for me, due to the loud sounds of tap-dancing coming from another nearby room.

Family Life: I didn't attend this class because of my own judgement that due to its content, my presence might add some embarassment. (They were viewing and discussing at length a filmstrip showing photos and diagrams of male and female anatomy.) Some younger students peeked through the window and tried to enter the class but were not admitted. There seemed to be rather typical uneasiness, giggling, etc. in the group. This was the largest class I saw, having what appeared to be a dozen or more members.

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2. General Comments and Evaluations

My thoughts will be of several types due, in part, to

little direction as to the format or purpose of this evaluation. They will include:

- comparisons between City School and my traditional high school
- judgements of a "good or bad" nature based largely on my own standards or expectations for students and school
- comparisons between what I understand to be the goals of City School and what I actually saw occuring
- suggestions as to the possibility of expanding the size or scope of the City School concept, either in City School itself or in other high schools.

The comments will be arranged according to several areas of interest, as follows:

A. General Atmosphere

I found the climate more relaxed and relaxing than in my school, in many ways. There were no signs that any authority figures existed or were needed. Relative lack of rules resulted in no obligation or need for staff members to be enforcers of rules. This lack of regimen was due, I think, to some different priorities than are found in traditional schools, but was also an attainable "luxury" because of the small size of the school. That is, even if everyone <u>had</u> "gotten out of hand" (the underlying fear which generates rules in larger schools) it could hardly amount to much. There would be so few involved and there wouldn't be much to disturb anyway. While students and staff were apparently on a one-level, first name basis, staff members did seem to have maintained a special status, if for no other reason than that they seemed to be the accepted prime movers or initiators.

The prevalent informality and its resultant lack of tension seems desirable, if it is part of a set of conditions. This set includes the aforementioned smallness and also includes a volunteer student body and staff with similar goals and standards, and also goals which involve few demands for particular accomplishment.

Since the traditional high school does not have this set of conditions it seems unlikely to me that its rules and standards could be relaxed to the extent present in City School without many resultant conflicts. It also seems to me that the value of smallness I've mentioned precludes the enlarging of City School itself to any great extent. Certainly some method of achieving a lower student-staff ratio in the larger school could allow some relaxation and introduction of the valuable aspects of City School. I feel this would be very desirable.

B. Academic Achievement

It is always as hard to determine what is being learned as to decide what should be learned. I think I would say that a generally motivated student might probably do more and probably learn more in a traditional high school class than a comparable classroom-subject class in City School. I should emphasize now that I am referring to classroom subjects, not community subjects, which I will discuss later. City School classes I saw seemed to somewhat lack impetus, goals, student activity, and demands for achievements. Also many audio visual

and other equipment aids which I feel are important were lacking. While the small class and school size does provide fine opportunity for individual attention and student-teacher interaction, it also might make many kinds of activities difficult or impossible. Examples might be large group musical activities, drama presentations, the presence of industrial arts, art, laboratory, library, and physical education equipment, and other facilities which require greater numbers to justify the investment. While many of these could be reached by going to the regular schools, the simple problem of transportation and time limits the extent to which this can be done. It must be stressed, however, that my original statement on this subject was based on the generally motivated student, and not all students are motivated. It is very probable that a student might "find himself" at City School and learn a great deal more there than he would in a traditional large school with all its "advantages".

The real value of City School lies in its flexibility, which allows more use of community resources. Internships and other valuable on-the-spot kinds of experience must be considered as the factors which most balance what I considered the relative weakness of City School's "classroom" classes. In fairness, it must be said that it is these kinds of experiences which are, by definition, City School's forte, and yet I did not have a chance to evaluate any of them because of logistical difficulties. Thus my previous somewhat negative judgement of City School is concerned with what is probably its least significant segments.

What the students are accomplishing, and if their time is well spent, are questions which must be continuously judged according to what the student wants and needs. A strong academic background needed for some future college programs might be better achieved in a traditional setting, while learning to know self and community might be better accomplished in City School. I think the important factor is a continual examination of each student's goals as they develop and change, lest he some day find himself wanting and disillusioned. For this reason, I feel that the possibility for easy transfer to and from City School-Traditional School programs should be possible and normal. In other words, perhaps City School should not be thought of as a school which one attends for four years and is graduated from, but instead should be a possible transitional experience before, during, or after segments of attendance at one of the traditional schools.

On the whole, I feel that the school provides a potentially very valuable experience opportunity for some students, but might not be applicable to all students. Careful guidance and counseling on an individual level are needed to achieve its best results.

C. Self Management

I shall now engage in the dangerous practice of generalizing. It is my general feeling from my observations that City School students are, on the whole, more concerned with escaping or avoiding direction or self by others than they are in seeking direction of self by themselves. They do not seem to take seriously their

management opportunities and responsibilities. They seem to realize (and accept) that they are still being directed, cared for, and having decisions made for them by a "system". What they have gained by coming to City School, then, is only that the system puts fewer and easier demands on them. Neither responsibility nor the consequences for not meeting them seem to be defined. Some examples of symptoms of this ambiguous situation seemed to be the attendance at meetings, and a high number of late and vague student contract completions.

I feel I should say, however, that a judgement of the effectiveness of this very important aspect of the school really can not be made on the limited observations I made. I think it bears close watching, however, and that the main goal should be to avoid self-deception by either staff or students as to what they really do want and are accomplishing. This is probably the aspect of City School which has both its greatest potential and its greatest source of difficulties.

Evaluation: Madison City School — Mary Ann Emmerton

November, 1972 — Memorial High School

Observations at City School:

11/7/72 - Tutorial
11/14/72 - Contemporary Drama
Tutorial
Photography
Nature and the Naturalist Writer
11/15/72 - Fantasy Literature (Class met to turn in evaluations then dismissed)

Schedule of a Student
Tutorial
Allied Arts at West
Field Biology

Comments resulting from parent interviews and school visitation:

A strong question as to who and how outside people are chosen to teach, their ability to communicate ideas, was raised by parents and I feel there is reason for concern. Any staff consultant should keep very close watch on courses he has set up that are taught by people within the community or from the University. I am especially concerned about academics like biology as compared to a studio course like weaving or on the job training.

If part of the philosophy of the school is that students work and learn throughout the community and the society in which they live, perhaps a definite requirement to that effect should be made in the future for the recruiting of the student body. As I see it, many students are attending City School and remaining within the building for all courses. So why not attend a traditional school for a traditional education?

In interviewing parents using a questionnaire, one statement said, "Students should have strong personal relationships with one another." All parents that I interviewed felt that this was placing emphasis on a private personality that perhaps neither desired or needed that kind of relationship. All stated, "only if desired", which brings about the whole concept of tutorials. As an evaluator I do not have a definite positive or negative reaction. I can point out a former student who withdrew from City School because she was scared off by the tutorial concept. (This is not the reason she gave to her staff advisor but the one she gave at home.) In visiting the school I sat in on three tutorial groups. None of the groups had a planned activity or discussion. But is this necessary? Should they be accomplishing anything? I can not answer these questions myself. Tow groups were friendly but in talking with one they said they had no close friends among the group. Is this what a tutorial group should become? The students I talked to do not feel tutorials are necessary but "it's an easy credit". Obviously I really have no answers or suggestions, just questions. It will be interesting to see at what point the groups are in May.

I feel the complete burden of planning and organizing should not be on the students. Start with a flexible course framework that is there and can be adjusted as needed. All courses should have a strong instructor who can adjust the course to student needs and desires. Many students do not want to design a course. At this point the instructor should take over, not "well what do you what to do?" Some students do not know. As I sat in on

a Nature and Naturalist course three or four students requested more scientific background not a political argument. This was a specific valid request. What came of it? Did students have to seek out their own information or were some lectures prepared?

Although I have made some negative comments and raised some unanswered questions this does not mean I feel negatively about City School. There are a lot of good things happening.

The atmosphere is relaxed, friendly, and loyal. After visiting the school only twice, people were open, willing to talk and very receptive to me as a stranger nosing around the school. Student comments were very positive. They liked where they were and what they were doing. Comments were made such as: "I'm really learning something for the first time." "I'm really studying for the first time." "I really want to study for the first time." This was the kind of feeling the majority of students left me--contentment from student and staff. The staff likewise has a close knit relationship as a group which is essential to the success of City School.

I would say that on walking into a newly organized school, one quarter into the school year, City School shows a lot of work on the part of the staff and students alike. I was very impressed with the organization that has taken place in this short time.

Evaluation: Madison City School

November, 1972

Cheryl Johnson
Memorial High School

Part I

In their book Teaching as a Subversive Activity, Neil Postman and Charles Weingartner remind us that learning is a great deal more likely to take place if there is something resembling a loving relationship between teacher and learner. We know that in order to have any kind of positive relationship, it would seem to be necessary to have a feasible teacher-pupil ratio, teachers who are capable of relating well to students, a classroom structure which builds the self-esteem of the student by allowing him to determine his own goals and experiences, and a school size which does not destroy the attitude and achievement of the classroom.

It is no surprise, then, that in City School, in tutorial groups, and management groups, a great deal of learning seems to be taking place. No wonder that there seems to be a great deal of enthusiasm, respect, and cooperation among the people involved. If there are people who think that the school exists primarily as an alternative for poorly adjusted students, they have recognized only a minor part of its worth. This school structure which seems to be condusive to learning should serve as a model for all schools.

It is apparent to an observer that school structure is not the only positive force operating to make the school the effective

one it appears to be. Although I heard no complaints, teachers were working enthusiastically day and night to make things run smoothly. Their active concern for the welfare of the students, for the community teachers, and for gaining parental involvement was admirable. Their prevailing optimism (tempered with healthy scepticism) will carry them through many a crisis. The antagonism and mistrust which often accompanies team projects in traditional schools seem to have been replaced by cooperation.

Also, the school is fortunate to have students who have a highly developed social consciousness. Any school is bound to run better with capable, insightful students.

I was impressed, too, with the willingness of the community teachers to participate in a fledgling school. Some of their classes were especially meaningful to the students and they are to be commended for their dedication and quality teaching. For example as an experienced, certified English teacher, I could not have handled a Science Fiction class as well.

Perhaps the school will run into difficulties with community teachers who are not primarily concerned with the welfare of the students. The low student-teacher ratio works in your favor, however, and one teacher gave me the impression that one staff member had been working closely with him to avoid possible difficulties. I was unable to tell from the catalogue whether community teachers offer only upper level courses, or if they were also willing and able to teach less able students.

Another impressive use of outside resources were the numerous field trips and resource speakers scheduled for every class. The certified staff, especially, seemed remarkably aware of the vast community resources available to students. Students, too, are to be commended for braving the University environment to take courses there.

As I told a student who had been a part of a course which did not succeed, the willingness on the part of everyone involved to allow for mistakes and try again is especially commendable. One staff member attempted to anticipate or discover the problems of the community staff, the town meetings (especially the last one), anothers'concern about newspaper coverage, and this early evaluation are all admirably humble attempts to improve. Such self-critical attitudes can only bring success. The staff seems to have anticipated most of the problems the evaluation team discovered.

The school's most important accomplishment may well be the establishment of a self-sufficient student body. I was actually surprised at the positive response from parents and students to the management groups. One parent thought that they were the essence of the school, and each student seemed cooperative and interested. Students seem aware of their capabilities in handling the school's problems. Students are treated like adults, and will probably be more responsible when they are adults, having had the experience.

Part II, Suggestions

Because I was very favorably impressed with City School, my suggestions for its improvement will be strongly advocated, but will take up less space than the praise in Part I.

Some things might be done to improve public support:

1) Make City School indispensable to Longfellow School. It is an advantage that one class is producing a children's play, it is an advantage that students read to the children as shown in the Journal article, it is an advantage that they help on the playground, but several other services could be provided.

Perhaps the elementary teachers would outline their needs for tutors and reading teachers from the high school. High school students can learn a great deal by teaching and should be given credit commensurate with their work.

2) The dance advertised in other schools should help to develop good interschool relations, but are the City School students going back to their old high schools and talking about the school?

3) Have you asked such knowledgeable and influential experts as Lois Blau and Pearl Knope to determine your needs for a more complete library?

Develop a standard referal service. Has a screening device been developed to tell you which students need special academic or emotional help? Who determines that such problems exist? Who does what about it? Perhaps a mutual referal service could

be established between high schools. City School could have a blanket permission to use the materials, facilities and resources (including special programs) of the high schools and these schools could make special referals to City School upon the advice of teachers, counselors, principals and special service personnel. The tutorial group couldn't be expected to handle problems that need experts. Just because a student is no longer harrassed by school authorities does not mean his problem will disappear. If a student is to relate well with the others and help to form a functioning community, he had better have himself together first or it may be an impossible task for him.

Are all students as introspective as the ones I spoke to, or do some need more rewards than I saw? I would imagine that it would take a long time for many students to become adjusted to the written evaluation system, however right your system may be. Do they get good encouragement so they know that they can do a good job? If they are in a course with primarily upper classmen and they are freshmen, can they do the work without being discouraged?

City School needs a more clearly stated positive rationale. The students and some parents seem to be aware that it's there, but I didn't see it written and it is not obvious to outsiders. The school could also use replacement symbols. I know the school no longer honors the Homecoming Queen and the Spartan Power T-shirt, but what is there to replace it that is positive? Rejection of the old is only half of the situation. I saw peace and feminist symbols, will that suffice?

Evaluation: Madison City School

November, 1972

Dennis Krakow

Shabazz High School

The following is a brief listing and discussion with conclusions of the observations I made of City School and some of its internal processes.

Physical Plant

The building in which the City School functions seems adequate for the number of students at any of the times that I was present. Utilization of space; classrooms, lounges, offices and gym, as well as "shop" and "art" rooms may be further maximized by some sort of community oriented ordering as there seemed to be, at least for the observer, much unused space. In many senses, one feels the "smallness" of the rooms which may be the result of the initial design of the building as an elementary school and the scale to which it conforms.

Light, heat and ventilation seem adequate although the observer heard complaints of one office being unheated. Rest rooms are adequate although they seem rather drab and "old-fashioned" The observer noted no graffiti on the walls of the men's bathrooms.

The student rooms are decorated with various forms of student-done art work, posters and signs which tend to suggest a high degree of motivation and student participation in establishing the physical area that they inhabit during the course of the day as "theirs" as well as an attempt to make the rooms

more pleasant and liveable. The observer noted no artwork in the main hallways, on the basement, first and second floors. A student did comment however that the student body was having difficulty in decorating the school. Whether the reference was to the hallways or the classrooms, or waning student interest in room decoration is not known.

The observer noted the presence of lockers in the hallways which were of various degrees of utility. A high degree of student and faculty trust seems indicated by the absence of locks on the lockers that were functional, although there were a number of locks present.

Access to all rooms is unrestricted and general except during times of tutorials and other specific classes. At these times access is specific to those students and staff directly related to the class in progress in the given room.

The observer got no specific sense of territoriality, i.e., this is someone's special place except for two instances. One is a general sense of territoriality which can be called association within the context of group presence in a specific room during a specific time: "my tutorial room", "my management group room", etc. The other was more specific and was referential to a specific place where a specific staff member could usually be found or was bound to show up predictably during the course of the day. Student association to a specific room and individual student and staff association to specific rooms or areas was tenuous. The observer noted that there were no individual-preference places selected by students--one could not

characterize any one physical place by saying that is his/her chair, room, space or whatever, although reference was made to finding another staff member "on the volleyball court" as if he had some kind of relation to it.

The observer noted a lack of "school" furniture, and especially "desk-like" or writing constructions although there are a few (2-3) portable carrels in one of the rooms. Likewise, the observer noted few students actively engaged in writing during his visits although they may be so engaged outside of the school or in other ways outside the immediate awareness/perception of the observer. The furniture that was present was, relating to the observer's values, comfortable, "non-school issue" (although there were some school issue vintage pieces present), emminently mobile and "worn". The observer got a sense of comfort and ease from the furniture that was there--much of it seemed to have come from various homes (of students and staff?) and reinforced the sense of informality/"studied-disorder" that the observer got.

Staff-Student Relationships

Of the observed staff-student relationships, all can be characterized as formally-informal. In this sense, all of the relationships that I observed seemed to possess an in-built, more or less structured informality that was emminently compatible with the structure, function, goals and internal processes of City School. In this case, students and staff addressed each other on a first-name basis, the reasons for which seem varied.

Staff-student relationships seem to be more personalized than those found in a traditional school setting. In some

instances, staff members see students as friends rather than charges with whom they must deal in classroom situations. Likewise, students view staff members in a similar vein.

In this context, students and staff members appreciate each other in different lights. The dimension in which student-staff relationships occur seems different than that of a traditional school relationship set. Students and staff see and appreciate City School as a construction of their own, for the meeting of their own goals, and those of the other people who have contributed to the school. There seems, as expressed by numerous students, a sense of trust and respect present so that one feels fairly comfortable as a student and/or staff member while attaining the goals agreed upon individually or in group context.

The Staff

It is apparent that the length of association between all of the staff members, as well as the levels of their association during the inception and setting up of City School has served more or less as a sensitivity inducing process. Staff solidarity is very high and extremely supportive for individuals within the staff group. Outsiders (in specific this observer and less specifically, community teachers who serve as ancillary staff) do not share in this solidarity. It should not be inferred that an outsider should expect anything else, however, the nature of the group association is such that entree by an outside member is difficult. In the case of future staff additions (if any), this may prove to be an obstacle.

Staff participation at staff meetings that I observed was fairly consistent on an egalitarian level, each member contributed as he/she saw fit, or as was called upon to do so by the group, during pertinant discussions.

Although feedback concerning the operation of the school reaches the staff in many ways, it was noted that there were, at the times I was observing, no students present at the staff meetings. It may be inferred that students bring points of governance, problems, etc., to the notice of the staff and they bring it to the staff-group, at meetings. No direct student input to staff meetings were noted during the observations.

Appendix A

City School Courses

Arts

Exotic Cooking
Photography (Still)
Photography (Cine)
Weaving
Drawing and Painting
Ensemble
Music
Tap Dancing
Guitar

For Lang

Spanish I
Spanish III
French II
French III
French IV/V
Russian I
Latin I
Spanish IV

Math

Basic Math (Unipacs)
Algebra I (Unipacs)
Geometry I (Unipacs)
Geometry I
Algebra II (Unipacs)
Pre-Calculus
Business & Accounting

Phy Ed

Movement-Tennis
Karate
Handball
Modern Dance
Horseback Riding
Volleyball
Game Control
YMCA

Eng/Comm

English Workshop
Contemporary Drama
Creative Use of Language
Access to Information
Absurdist Drama
Herman Hesse
Newspaper
Comparative Literature
Basic English Grammar
Fantasy Literature
Reid Gilbert

Science

Physics
Health Sciences
Animal Psychology
Veterinary Medicine
Nature and Naturalist Writer
Field Work in Biology
Plants
Limits of Growth
Veterinary Science

Social Studies

Intro. to Social Work
Psychology
Law and Justice
Moral Decision Making
Elections 1972
Family Life
European History
City Government
Drugs & Radical Politics
Human Sexuality

West High Courses

Biology I
Chemistry
Driver's Education
German II
Band
Metal Work
Allied Arts
Art Metal

(Driver's Ed at East High)
(Art at Memorial)

U. of Wisconsin Courses

Introduction to Politics
French
Algebra

Internships

Pre-primary Program
Randall Elementary
Security and Police
Wilmar Neighborhood Center
Accounting and Bookkeeping
Metal Work
Middle School Math
Evaluation of City School
Marlene Cummings
Dietary
Radio Free Madison
Madison Theatre Guild
Educational Psychology
Psycholinguistics
Library Science
Keyboard Theory
Flying
Aviation
Typing and Shorthand
Van Hise Elementary
Spring Harbor
Video Taping
Child Care
Longfellow Kindgergarten
Heroic Literature
Piano
Flute
Recorder

Open Campus Report
Camping
Scouting
Music
Marxist Economic Theory
Limnology
Voice
Work Experience
The Pipefitter
Rennebohn's
Office Practice
Fence Building
Merchandising
Jewelry
Instrumental Workshop

Appendix B

Contracts

Course Completion Forms

Contract for Credit

City School

Name of student Leslie Davenport Date October 10, 1972
Name of staff contact Cal Stone Tutorial Advisor Cal Stone
Name of community teacher Kathy Stone

Title and description of course:

Health Science

Credit is awarded on the basis of time put in and contracted responsibilities. Progress and proficiency are not related to credit.

Section I

1. Course duration: September to January
   Average hours per week: 3
2. Credit contracted for: $\frac{1}{4}$ credit--Science
3. Student's time: 1 hour in class, 2 hours individual outside work
4. Staff member's time: 1 hour in class
5. Community teacher's time: 1 hour in class

Section II

1. What the student hopes to gain: a beginning study of the human body and its functions, an understanding in the science of health.
2. Plans for evaluation: completing assignments, class participation, interest shown, hours per week

The undersigned agree to the above statements:

_____ Student
_____ City School Staff
_____ Community Teacher

CITY SCHOOL -- Course Completion Form

Student: Leslie Davenport. Tutorial Adviser: Cal Stone.

Title of Course: Health Science.

Duration of Course: from August, 1972 to January, 1973.

Teacher(s): Kathy L. Stone, R.N.

I. Conditions and Objectives of the Course:

To study "health" as a science and learn about the various health related occupations available in the community--accomplished by lectures, field trips, guest speakers, internships, and independent study. Conditions for ½ credit--attend all classes and do at least 2 hours of outside independent study/week, then be involved in a health internship for approximately 3 hours/week.

II. Evaluation of Student's Experience:

A. Statement by Teacher:

Leslie chose to study anatomy and physiology independently and share her learning with the class. She always did her outside work well and participated well in class. She appeared to enjoy learning and really becomes involved in what she's learning. Towards the later part of the semester she took an internship in a research lab. She seemed very interested in this. I find Leslie an asset to the class and thoroughly enjoyed her enthusiasm and interest in the course.

B. Statement by Student:

I feel I've earned ¼ credit through my work in this course. This has been a very interesting experience for me and I've really enjoyed the course. I've worked in a lab studying thyroid and have begun to study anatomy. I think the set up of this course has been good.

III. Accreditation:

In accordance with terms of the course contract, the above student has earned ¼ (amount of) credit in the area of (circle)

Soc. Stud. Eng. Math Science P.E. Elective

Signature of Staff Contact _____

Contract for Credit

City School

Name of student Leslie Davenport Date September 25, 1972
Name of staff contact Tom Bertocci Tutorial Advisor Cal Stone
Name of community teacher Fred Newman

Title and description of course:

Elections of '72--experience in working in and learning about a presidential campaign

Credit is awarded on the basis of time put in and contracted responsibilities. Progress and proficiency are not related to credit.

Section I

1. Course duration: September 4 to November 7
   Average hours per week: 10

2. Credit contracted for: ½ credit--Social Studies

3. Student's time: 2 hours/week at group meetings, 8 hours/week in general volunteer work at headquarters and in community, ? hours of High School McGovern committee meetings.

4. Staff member's time: leadership in group meetings, 10-15 minutes individual conference per week.

5. Community teacher's time: leadership of group meetings, general advice.

Section II

1. What the student hopes to gain: an understanding of how a campaign is run, the candidate, the issues involved

2. Plans for evaluation: Written statements by Leslie, Tom, and by Headquarters coordinator.

The undersigned agree to the above statements:

_____ Student
_____ City School Staff
_____ Community Teacher

CITY SCHOOL -- Course Completion Form

Student: Leslie Davenport. Tutorial Adviser: Cal Stone.

Title of Course: Elections of 1972.

Duration of Course: from 28 August to 13 November.

Teacher(s): Tom Bertocci.

I. Conditions and Objectives of the Course: The major teacher in this course was the experience of working within the Madison campaign organization of one of the 1972 Presidential candidates. All students put in between 4-18 hrs/wk as campaigners, their specific activity ranged from envelope-stuffing to canvassing to the preparation of advertising. The overall goal was that students would see electoral politics in operation, grapple with the intellectual and moral dilemmas of participation, and derive some generalizations for their personal use. Leadership of the weekly groups were shared by me and Fred Newman, a U.W. school of Ed. professor. We debated some of the campaign issues, campaign organization, Americal voting habits, and electoral stratagies. We also interviewed representatives of Nixon and McGovern on a "Meet the Press" format.

II. Evaluation of Student's Experience:

A. Statement by Teacher: Leslie was a vigorous participant in the Mc Govern campaign, spending about twelve hours a week involved in whatever grass-roots activities you can think of. She seemed to fully enjoy being part of a group movement. Working alongside members of the Mc Govern staff, and knowing most of them personally, has probably meant much to her education. During our group discussions, Leslie was an energetic participant when the partisan debate of issues was concerned. She is not content to present a position without considerable justification. She was also attentive to our analytical discussions, but raised very few of her own questions about the political process. She does find it easy to talk about her personal experiences and I rather enjoyed her membership in the group.

B. Statement by Student: I've enjoyed working in this course and in the presidential campaign. I feel that I've learned quite a lot about the mechanics of a campaign, the issues involved, stratagies, etc. As for working in the campaign, I think it was a very valuable experience in learning particular skills, stratagies, etc. I think this course has been well set up, covered a lot of material and the teachers have been informative and knowledgeable.

III. Accreditation:

In accordance with terms of the course contract, the above student has earned 3/4 (amount of) credit in the area of (circle)

Soc. Stud. Eng. Math Science P.E. Elective

Signature of Staff Contact _____

Appendix C

Questionnaires Administered

SCHOOL _____ GRADE ___ AGE ___ SEX ___

INSTRUCTIONS:

It is likely that different people have different goals for high school. As the school year progresses, some of these goals are reached and others are not. This short questionnaire is an attempt to discover that your own goals for high school are, and whether or not your school is meeting these goals.

The first sheet is a list of goals which you personally might have for high school--mark each according to its importance among your personal goals for high school.

The second sheet contains the same list of goals. Mark each according to how much it has been met by your school--whether or not it is a personal goal of yours.

The third sheet is a list of statements about your experience at school. Mark this the same way as the other sheets.

Please state your opinion on each statement by circling the appropriate number beside it. The letters above the numbers may be translated as follows:

AS means Agree Strongly

A means Agree

U means Uncertain

D means Disagree

DS means Disagree Strongly

Mark each statement honestly--your name does not appear on this paper.

PLEASE MARK YOUR OPINION ON EVERY STATEMENT

Your own goals for high school:	AS	A	U	D	DS
1. I would like my school to encourage close personal relationships between students.	1	2	3	4	5
2. I would like my school to encourage close personal relationships between students and teachers.	1	2	3	4	5
3. I would like my school to encourage close personal relationships between teachers.	1	2	3	4	5
4. The school should encourage frequent contacts between parents and teachers.	1	2	3	4	5
5. Students, parents, and teachers (rather than an administrative body) should make most of the school-related decisions.	1	2	3	4	5
6. Some classes should be held in places other than classrooms.	1	2	3	4	5
7. Achievement evaluation should be the joint responsibility of students and teachers.	1	2	3	4	5
8. Students should be responsible for their own attendance.	1	2	3	4	5
9. Students should be able to work at their own pace.	1	2	3	4	5
10. Students should be able to select the kinds of educational experiences they want.	1	2	3	4	5
11. Guidance at the school should be done through personal friendship with staff members rather than guidance departments.	1	2	3	4	5
12. Courses, should be created primarily by the students.	1	2	3	4	5
13. There should be a large selection of courses.	1	2	3	4	5
14. School should increase a person's ability to communicate with others.	1	2	3	4	5
15. Students should be given an opportunity at school to learn by doing things in the community.	1	2	3	4	5
16. High schools should make sure that all students attain a certain level of competence in reading, writing, and arithmetic.	1	2	3	4	5
Additional goals you have:					
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5

Your high school's achievement of these goals:	AS	A	U	D	DS
1. I would like my school to encourage close personal relationships between students.	1	2	3	4	5
2. I would like my school to encourage close personal relationships between students and teachers.	1	2	3	4	5
3. I would like my school to encourage close personal relationships between teachers.	1	2	3	4	5
4. The school should encourage frequent contacts between parents and teachers.	1	2	3	4	5
5. Students, parents, and teachers (rather than an administrative body) should make most of the school-related decisions.	1	2	3	4	5
6. Some classes should be held in places other than classrooms.	1	2	3	4	5
7. Achievement evaluation should be the joint responsibility of students and teachers.	1	2	3	4	5
8. Students should be responsible for their own attendance.	1	2	3	4	5
9. Students should be able to work at their own pace.	1	2	3	4	5
10. Students should be able to select the kinds of educational experiences they want.	1	2	3	4	5
11. Guidance at the school should be done through personal friendship with staff members rather than guidance departments.					
12. Courses should be created primarily by the students.	1	2	3	4	5
13. There should be a large selection of courses.	1	2	3	4	5
14. School should increase a person's ability to communicate with others.	1	2	3	4	5
15. Students should be given an opportunity at school to learn by doing things in the community.	1	2	3	4	5
16. High schools should make sure that all students attain a certain level of competence in reading, writing, and arithmetic.	1	2	3	4	5
Additional goals you think your high school has achieved:					
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5

INSTRUCTIONS FOR THIS TEST: The letters at the top may be translated as follows: AS means agree strongly, A means agree, U means uncertain, D means disagree, and DS means disagree strongly. Please put a circle around the number which corresponds to your opinion on each item.

	AS	A	U	D	DS
1. I generally look forward to coming to school each day.	1	2	3	4	5
2. The faculty here is really good.	1	2	3	4	5
3. I am wasting my time at this school.	1	2	3	4	5
4. My subjects are exactly what I want to take.	1	2	3	4	5
5. What I am learning will be useful later on.	1	2	3	4	5
6. The teaching techniques used at this school are excellent.	1	2	3	4	5
7. I feel that my teachers know who I am.	1	2	3	4	5
8. I enjoy my extra-curricular activities more than my school work.	1	2	3	4	5
9. This school is really helping me to be what I want to be.	1	2	3	4	5
10. When I need help, I can get it at this school.	1	2	3	4	5
11. I am treated with respect at this school.	1	2	3	4	5

School: _____ Age: _____ Grade: _____

Sex: _____

Have you ever considered dropping out of any school you have attended?

Yes _____ No _____(Check One)

If yes, please briefly state why:

WHAT KIND OF PERSON ARE YOU?

Name: _____ Date: _____

Age: _____ Occupation: _____ Sex: _____ Education: _____

Below is a list of characteristics frequently used in talking about people. Indicate with a check mark, the one term of each pair that best describes you. Remember, even if neither term describes you exactly, select the one term of each pair which is nearest to being a description of yourself.

1. ___Likes to work alone
   ___Prefers to work in a group

2. ___Industrious
   ___Neat and orderly

3. ___Socially well-adjusted
   ___Occasionally regresses and is playful and childlike

4. ___Persistent
   ___Does work on time

5. ___Popular, well-liked
   ___Truthful, even when it gets you into trouble

6. ___Considerate of others
   ___Courageous in convictions

7. ___Conforming
   ___Nonconforming

8. ___Sophisticated
   ___Unsophisticated

9. ___Sense of humor
   ___Talkative

10. ___Visionary
    ___Versatile

11. ___Adventurous
    ___Does work on time

12. ___Becomes absorbed in tasks
    ___Courteous

13. ___Curious
    ___Energetic

14. ___Attempts difficult tasks
    ___Desires to excel

15. ___Disturbs existing organization and procedures
    ___Accepts the judgments of authorities

16. ___A good guesser
    ___Remembers well

17. ___Quiet
    ___Obedient

18. ___Independent in judgment
    ___Considerate of others

19. ___Critical of others
    ___Courteous

20. ___Feels strong emotions
    ___Reserved

21. ___Emotionally sensitive
    ___Socially well-adjusted

22. ___Imaginative
    ___Critical

23. ___Receptive to ideas of others
    ___Negativistic

24. ___Fault-finding
    ___Popular, well-liked

25. ___Determination
___Obedient

26. ___Intuitive
___Thorough

27. ___Never bored
___Refined

28. ___Haughty
___Courteous

29. ___Cautious
___Willing to take risks

30. ___Affectionate
___Courtecus

31. ___Always asking questions
___Quiet

32. ___Competitive
___Conforming

33. ___Energetic
___Neat and orderly

34. ___Remembers well
___Talkative

35. ___Self-assertive
___Reserved

36. ___Sense of beauty
___Socially well-adjusted

37. ___Self-confident
___Timid

38. ___Versatile
___Popular, well-liked

39. ___Self-sufficient
___Curious

40. ___Thorough
___Does work on time

41. ___Eccentric
___Socially well-adjusted

42. ___Self-confident
___Spirited in disagreement

43. ___Spirited in disagreement
___Talkative

44. ___Prefers complex tasks
___Does work on time

45. ___A good guesser
___Receptive to ideas of others

46. ___Curious
___Self-confident

47. ___A self-starter
___Obedient

48. ___Intuitive
___Remembers well

49. ___Unwilling to accept things on mere say so
___Obedient

50. ___Altruistic
___Courteous

The following is a study of what the general public thinks and feels about a number of important social and personal questions. The best answer to each statement below is your personal opinion. We have tried to cover many different and opposing points of view; you may find yourself agreeing strongly with some of the statements, disagreeing just as strongly with others, and perhaps uncertain about others; whether you agree or disagree with any statement, you can be sure that many people feel the same as you do.

Mark each statement on the answer sheet provided according to how much you agree or disagree with it. Please mark every one.

Mark a circle around number 1, 2, 3, 4, 5, or 6 depending on how you feel in each case.

AGREE STRONGLY 1 2 3 4 5 6 DISAGREE STRONGLY

This is what each number means:

1: I AGREE VERY MUCH

2: I AGREE ON THE WHOLE

3: I AGREE A LITTLE

4: I DISAGREE A LITTLE

5: I DISAGREE ON THE WHOLE

6: I DISAGREE VERY MUCH

Now look at your answer sheet. There is space on one side for your name and other information. I do not want your names, since this is just a study, and does not concern you personally. However, I would like you to indicate in the correct spaces your sex and your birthdate.

There are 41 items in this test.

If there are any questions, ask them now.

1. The United States and Russia have just about nothing in common.

2. The highest form of government is a democracy and the highest form of democracy is a government run by those who are the most intelligent.

3. Even though freedom of speech for all groups is a worthwhile goal, it is unfortunately necessary to restrict the freedom of certain political groups.

4. It is only natural that a person would have a much better acquaintance with ideas he believes in than with ideas he opposes.

5. Man on his own is a helpless and miserable creature.

6. Fundamentally, the world we live in is a pretty lonesome place.

7. Most people just don't give a "damn" for others.

8. I'd like it if I could find someone who would tell me how to solve my personal problems.

9. It is only natural for a person to be rather fearful of the future.

10. There is so much to be done and so little time to do it in.

11. Once I get wound up in a heated discussion I just can't stop.

12. In a discussion I often find it necessary to repeat myself several times to make sure I am being understood.

13. In a heated discussion I generally become so absorbed in what I am going to say that I forget to listen to what the others are saying.

14. It is better to be a dead hero than to be a live coward.

15. While I don't like to admit this even to myself, my secret ambition is to become a great man, like Einstein, or Beethoven or Shakespeare.

16. The main thing in life is for a person to want to do something important.

17. If given the chance I would do something of great benefit to the world.

18. In the history of mankind there have probably been just a handful of really great thinkers.

19. There are a number of people I have come to hate because of the things they stand for.

20. A man who does not believe in some great cause has not really lived.

21. It is only when a person devotes himself to an ideal or cause that life becomes meaningful.

22. Of all the different philosophies in the world there is probably only one which is correct.

23. A person who gets enthusiastic about too many causes is likely to be a pretty "wishy-washy" individual.

24. To compromise with our political opponents is dangerous because it usually leads to the betrayal of our own side.

25. When it comes to differences of opinion in religion we must be careful not to compromise with those who believe differently from the way we do.

26. In times like these, a person must be pretty selfish if he considers primarily his own happiness.

27. The worst crime a person could commit is to attack publicly the people who believe in the same things he does.

28. In times like these it is often necessary to be more on guard against ideas put out by people or groups in one's own camp than by those in the opposing camp.

29. A group which tolerates too much difference of opinion among its own members cannot exist for long.

30. There are two kinds of people in this world: those who are for the truth and those who are against the truth.

31. My blood boils whenever a person stubbornly refuses to admit he's wrong.

32. A person who thinks primarily of his own happiness is beneath contempt.

3. Most of the ideas which get printed nowadays aren't worth the paper they are printed on.

34. In this complicated world of ours the only way we can know what's going on is to rely on leaders or experts who can be trusted.

35. It is often desirable to reserve judgement about what's going on until one has had a chance to hear the opinions of those one respects.

36. In the long run the best way to live is to pick friends and associates whose tastes and beliefs are the same as one's own.

37. The present is all too often full of unhappiness. It is only the future that counts.

38. If a man is to accomplish his mission in life it is sometimes necessary to gamble "all or nothing at all."

39. Unfortunately, a good many people with whom I have discussed important social and moral problems don't really understand what's going on.

40. Most people just don't know what's good for them.

41. It is sometimes necessary to resort to force to advance an ideal.

December 12, 1972

Dear Parents:

The Instructional Research Laboratory at the University of Wisconsin is doing a research study which is designed to aid the Madison Board of Education. It is being carried out under the supervision of Dr. Conan Edwards, the Western Area Director of Madison public schools. Your son/daughter _____ was chosen as part of a small sample of West High school students, and has already completed a questionnaire similar to this one. The questions are designed to help educators discover what goals you have for your child's high school and how well the school is achieving these goals. Each question has two parts - first, a general question about your goals for high schools, and secondly, a question asking you if you are satisfied with the school's progress in this area. Please answer both parts of all questions even though you might disagree with the first part. We want to know if you think the school is accomplishing the goal mentioned even though it may not be a personal goal of your own.

Please return the completed questionnairs in the enclosed envelope as soon as possible. Thank you for you time and cooperation.

Holly Price
Instructional Research Laboratory

HP:ss

The following are statements that concern the general, long-range goals you may have for high schools. Respond by circling the letter below each statement that best describes your agreement or disagreement with it.

a) strongly agree b) somewhat agree c) uncertain

d) strongly disagree e) somewhat disagree f) I don't have enough information to really know

1. The high school should train students with skills that will help them find future employment.

a) b) c) d) e)

The school seems to be doing this.

a) b) c) d) e) f)

2. The high school should help students learn to get along with one another (all types of people).

a) b) c) d) e)

The school seems to be doing this.

a) b) c) d) e) f)

3. The high school should help students discover and develop any interests they might have.

a) b) c) d) e)

The school seems to be doing this.

a) b) c) d) e) f)

4. The high school should work to help students understand the community and society in which they live.

a) b) c) d) e)

The school seems to be doing this.

a) b) c) d) e) f)

5. The high school should give students an education that will lead to future professional training.

a) b) c) d) e)

The school seems to be doing this.

a) b) c) d) e) f)

6. The high school should help students better understand themselves.

a) b) c) d) e)

The school seems to be doing this.

a) b) c) d) e) f)

The following statements concern how you as a parent think a high school should operate.

7. A high school should teach the basic skills of reading, writing, and math.

a) b) c) d) e)

The school seems to be doing this.

a) b) c) d) e) f)

8. A high school should have a loose structure: for example, class can be held outside the school (out in the community).

a) b) c) d) e)

The school seems to be doing this.

a) b) c) d) e) f)

9. Classes can (should) be taught by people in the community who are not professional teachers (such as a garage mechanic teaching students automotive mechanics).

a) b) c) d) e)

The school seems to be doing this.

a) b) c) d) e) f)

10. A high school should offer a large selection of courses and many specialized courses.

a) b) c) d) e)

The school seems to be doing this.

a) b) c) d) e) f)

The following statements are about the kinds of involvement you would like for your son or daughter in the high school they attend.

11. Students should select the kinds of educational experiences they want.

a) b) c) d) e)

The school seems to be doing this.

a) b) c) d) e) f)

12. Students should be allowed to build their own courses.

a) b) c) d) e)

The school seems to be doing this.

a) b) c) d) e) f)

13. Students should be involved in making decisions about the school.

a) b) c) d) e)

The school seems to be doing this.

a) b) c) d) e) f)

14. Students should have close personal relationships with their teachers.

a) b) c) d) e)

The school seems to be doing this.

a) b) c) d) e) f)

15. Students should have close personal relationships with each other.

a) b) c) d) e)

The school seems to be doing this.

a) b) c) d) e) f)

The following are statements about how you feel parents should relate to the high school their son or daughter is attending.

16. Parents should know what is happening in the school.

a) b) c) d) e)

The school seems to be doing this.

a) b) c) d) e) f)

17. Parents should be involved in teaching courses at or for the school.

a) b) c) d) e)

The school seems to be doing this.

a) b) c) d) e) f)

18. Parents should be involved in making decisions about the school.

a) b) c) d) e)

The school seems to be doing this.

a) b) c) d) e) f)

19. Parents should have frequent contact with the school's teachers.

a) b) c) d) e)

The school seems to be doing this.

a) b) c) d) e) f)

20. Approximately how often would you like to have a talk with a teacher from the school your son or daughter is attending?

a) Twice or more a week b) Once a week c) Twice a month d) Once a month e) Once or twice a semester f) Once or less a year

21. In general are you satisfied with your child's high school?

Yes No

22. What other goals do you have for the school?

23. Are the goals in question 22 being achieved?

Appendix D

Parent Comments

Listed in Questionnaires

Summary of Written Comments on Goal Questionnaires

A. Parent goals which are not being met:

Parents in all groups are dissatisfied in several areas and would especially like to see:

--more parent involvement with the school
--more individual attention for students who need extra help for any reason
--more guidance for students--personal and career
--more qualified, creative, involved teachers.

City School parents seem fairly satisfied with the relevance of that school to their child's later life, but parents of the West High students are very dissatisfied with the lack of relevance of school courses to careers or college entrance. However, City School parents were almost unanimous in their dissatisfaction with the teaching of basic skills at City School. They would like more emphasis on the attainment of competence in reading with comprehension, writing coherently, and basic math skills.

Parents of students at large schools like West High want smaller schools with fewer students per teacher and less pressure. A few of these parents want more money spent on qualified staff and less on expensive gym equipment. Several parents mentioned that they would like more alternative types of education available to their children. As one parent of Memorial High students put it:

> I tend to think that Memorial is a good high school, offering a good course selection and in general having good to adequate teachers. My daughter strongly disagrees. My opinion, therefore, is not relevant to the situation. It is obvious that the school is not meeting her needs. I have another daughter who seems to be quite content at Memorial and has accepted the "system". It seems to me that at least for some, an alternative is necessary.

B. Student goals which are not being met:

Overwhelmingly, West High students want less pressure on grades and more emphasis on real learning. They want the proof of a good secondary education to be in demonstrated competence, not a high grade point average. These students also want more interesting courses which they can relate to a career or to college preparation. Several would like specific courses oriented toward interpersonal relationships, in order to "be more comfortable around people". West High students expressed satisfaction with their open campus, modular scheduling system.

City School students are happy with their freedom to learn without a competitive atmosphere and with the interaction between people which is emphasized, but they don't feel they have as much responsibility in running the school as they would like.

The tone of most student comments can be summed up in the goal expressed by a City School student: "Students should be treated as people".